

# Section I

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## **INSTRUCTIONAL GOALS**

The primary function of a school program is the instruction of students. All staff activities and efforts shall be directed toward providing a high quality, effective, and ever-improving instructional program.

There are primarily three functions involved in carrying out the instructional program:

- Operating Function
- Coordinating and Developing Function
- Evaluating Function

The operating function involves classroom instruction and building program management. The coordinating and developing function includes monitoring activities (curriculum development), in-service education, and special services. The evaluation function involves data collection and synthesis and establishing future direction.

Adoption date: July 17, 1997

LEGAL REFS.: M.G.L. CH 69, SEC 27 (1993)

## **ACADEMIC FREEDOM**

The School Committee seeks to educate students in the democratic tradition, to foster a recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution of the Bill of Rights.

Fairness in procedures will be observed both to safeguard the legitimate interests of the schools and to exhibit by appropriate example the basic objectives of a democratic society as set forth in the Constitutions of the United States and the State.

LEGAL REFS.:       M.G.L. CH 69, SEC 27 (1993)  
                          Constitution of the Commonwealth of Massachusetts

## **SCHOOL YEAR / SCHOOL CALENDAR**

The school calendar for the ensuing year will be prepared by the Superintendent and submitted to the School Committee for approval in the spring of each year. The number of days or instructional hours scheduled for the school year will be determined in accordance with the M.G.L.

For the information of staff, students, and parents, the calendar will set forth the days schools will be in session; holidays and vacation periods, in service days; and parent conferences.

Adoption date: July 17, 1997

LEGAL REFS.: M.G.L. 4:7; 15:1G; 71:1; 71:4; 71:4A; 71:73; 136:12  
Board of Education Regulations for School  
Year and School Day, effective 9/1/75 and updated 6/18/93  
by Education Reform Law  
Board of Education Extended School Year Rules and Regulations,  
adopted 11/28/72 and again 8/18/93

## **SCHOOL DAY**

The length of the school day at various levels, as well as the specific opening and closing times of the schools, will be recommended by the Superintendent and set by the School Committee.

The Superintendent is authorized to make minor changes in opening and closing times to simplify transportation scheduling; however, major changes in schedules will be subject to School Committee approval. During the summer months and vacation periods, the Superintendent will establish hours for the administrative personnel that may be different than regularly scheduled hours provided such hours meet the contractual obligations required of central office staff members. Parents and guardians will be informed of the opening and closing times set by the School Committee.

Adoption date: July 17, 1997

LEGAL REFS.: M.G.L. 15:1G; 71:1; 71:59  
Board of Education Regulations for School Year and Day, effective  
9/1/75 and updated 6/18/93 by Education Reform Law

## **CURRICULUM DEVELOPMENT**

Constant adaptation and development of the curriculum is necessary if the School System is to meet the needs of the students in its schools. To be successful, curriculum development must be a collaborative enterprise involving staff and administrators utilizing their professional expertise and gathering input from parents, and community.

The School Committee expects its faculty and administration to regularly evaluate the education program and to recommend modifications of practice and changes in curriculum content as well as the addition or deletion of courses to the instructional program.

Adoption date: July 17, 1997

LEGAL REF.: M.G.L. 69:1E

## **CURRICULUM ADOPTION**

The School Committee will rely on its professional staff to design and implement instructional programs and courses of study that will forward the educational goals of the school system.

The Superintendent will have authority to approve new programs and courses of study after they have been thoroughly studied and found to support educational goals. The School Committee itself will consider, and officially adopt, new programs and courses when they constitute an extensive alteration in instructional content or approach.

The School Committee wishes to be informed of all new courses and substantive revisions in curriculum. It will receive reports on changes under consideration. Its acceptance of these reports, including a listing of the high school program of studies, will constitute its adoption of the curriculum for official purposes.

Adoption date: July 17, 1997

LEGAL REF.: M.G.L. 71:1; 69:1E

## **PHYSICAL EDUCATION**

The School Committee will attempt to provide every student with an opportunity for wholesome and enriched educational experiences. It is the School Committee's belief that the following basic aims and objectives of the physical education program will contribute to this goal:

1. To aid the development of the entire student so that a well trained mind may function properly in a healthy body.
2. To encourage student participation in vigorous physical activity while in school, and to teach the skills of those activities so that they will have a carry-over value for later activities in every day life.
3. To increase appreciation of physical fitness and its importance in regard to good health.
4. To impress upon students the importance of integrating one's mind, body, and attitude in preparing to face the obligations of a complex society.

Adoption date: July 17, 1997

LEGAL REFS.: M.G.L. 71:1; 71:3  
Board of Education Regulations Pertaining to Physical Education,  
adopted 4/25/78, effective 9/1/78 and updated 12/96

## **HEALTH EDUCATION**

Good health depends upon continuous life-long attention to scientific advances and the acquisition of new knowledge. The School Committee is committed to a sound, comprehensive health education program as an integral part of each student's general education.

The School committee believes that the greatest opportunity for effective health education lies within the public schools because of their potential to reach children at the age when positive, life-long health habits are best engendered and because the schools are equipped to provide qualified personnel to conduct health education programs.

The health education program will emphasize a contemporary approach to the presentation of health information, skills, and the knowledge necessary for students to understand and appreciate the functioning and proper care of the human body. Students also will be presented with information regarding complex social, physical and mental health problems, which they might encounter in society. In an effort to help students make informed decisions regarding behavior of serious personal consequence, health education will examine the potential health hazards of social, physical, and mental problems existing in the larger school-community environment.

In order to promote a relevant, dynamic approach to the instruction of health education, the School Committee will continue to stress the need for curricular, personnel, and financial commitments that are necessary to assure the high quality of the system's health education program.

Adoption date: July 17, 1997

LEGAL REF.: M.G.L. 71:1

**WARE SCHOOL COMMITTEE POLICY:  
PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION**

In accordance with General Laws Chapter 71, Section 32A, the Ware School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual education or human sexuality issues. The Superintendent of Schools will designate the Building Principals as responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If the planned curriculum changes during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parents/guardians will include a brief description of the curriculum by this policy, and will inform parents/guardians that they may:

(1) exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the school principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.

(2) inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the principal to review the materials at the school, and may also review them at other locations that may be determined by the Superintendent of Schools.

A parent/guardian who is dissatisfied with a decision of the principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in dispute.

The Superintendent of Schools will distribute a copy of this policy to each principal prior to the start of each school year.

Adopted: July 17, 1997

Other Legal Reference: Massachusetts General Laws (M.G.L.)  
Chapter 71, Section 1

**Ware Public Schools**

File: IHAMB-E

NOTICE TO PARENTS/GUARDIANS

Date: \_\_\_\_\_

Dear Parent/Guardian:

Enclosed is an outline of our school's grade (designate grade level) comprehensive health education curriculum. This program has been developed by our professional staff under the guidance of the Massachusetts Department of Education Health Education Curriculum Frameworks. The overall goal of the course is to continue efforts begun in earlier grades to promote the health and well-being of our students, and to help them make wise and informed decisions during their teen-age years and beyond.

Sex education is part of the health education curriculum in grade (designate grade level), including topics such as (identify topics). The instructional materials we use for the course include (identify materials). If you would like to review these materials at the school, you are welcome to do so. Please call me to arrange a convenient time no later than (insert a date).

During the course, students will be able to ask questions, which will be answered factually and in an age-appropriate manner. Each student's privacy will be respected, and no one will be put on the spot to ask or answer questions or reveal personal information. Materials will be presented in a balanced, factual way that makes clear that people may have strong religious and moral beliefs, and that these beliefs must be respected.

Under Massachusetts law Chapter 71, Section 32A and School Committee policy, you may exempt your child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues. To receive an exemption, simply send me a letter requesting an exemption for your child. No student who is exempted from this portion of the curriculum will be penalized. We may provide an alternative assignment to students who are exempted.

We look forward to working with you to ensure that your child has a positive and educationally enriching experience this school year. If you have any questions about sex education or any other matter concerning your child's education, please call me.

Sincerely,

Principal  
(Phone Number)

Enclosure: (course outline; list of curriculum materials for sex education)

## **TEACHING ABOUT DRUGS, ALCOHOL, AND TOBACCO**

In accordance with state and federal law, the School System shall provide age-appropriate, developmentally based drug and alcohol education and prevention programs in grades K-12.

The drug and alcohol education program shall address the legal, social, and health consequences of drug and alcohol use. It shall include special instruction as to the effects upon the human system; the emotional, psychological, and social dangers of such use with emphasis on non-use by school age children, and the illegal aspects of such use. The program also shall include information about effective techniques for resisting peer pressure to use illicit drugs or alcohol.

The objectives of this program, as stated below, are rooted in the School Committee's belief that prevention requires education, and that the most important aspect of the policies and guidelines of the School System should be the education of each individual to the dangers of drugs, alcohol, and tobacco.

To create an awareness of the total drug problem-prevention, education, treatment, rehabilitation, and law enforcement on the local, state, national, and international levels.

To relate the use of drugs and alcohol to physical, mental, social, and emotional practices.

To develop the student's ability to make intelligent choices based on facts and to develop the courage to stand by one's own convictions.

To understand the personal, social, and economic problems causing the misuse of drugs and alcohol.

To develop an interest in preventing illegal use of drugs in the community.

The curriculum, instructional materials, and outcomes used in this program shall be recommended by the Superintendent and approved by the School Committee.

Adoption date: July 17, 1997

LEGAL REFS.: M.G.L. 71:1; 71:37H

**ENGLISH LEARNER EDUCATION  
(Formerly Titled: English As A Second Language)**

The District shall provide suitable research-based language instructional programs for all identified English language learners in grades Kindergarten through 12 in accordance with the requirements of state and federal statutes and Massachusetts Department of Education regulations and guidance.

The District shall identify students whose dominant language may not be English through home language surveys that identify a primary home language is other than English (PHLOTE), observations, intake assessments, and recommendations of parents, teachers and other persons. Identified students shall be assessed annually to determine their level of proficiency in the English language.

The District shall certify to the Massachusetts Department of Education each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.

The District shall provide additional information as required by the Massachusetts Department of Education to comply with the No Child Left Behind Act.

**Legal Ref.:** 20 U.S.C. 3001 et seq. (language instruction for limited English proficient and immigrant students contained in No Child Left Behind Act of 2001)  
42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)  
603 CMR 14.00

Adoption Date: October 25, 2006

## **ENGLISH LEARNER EDUCATION**

### **Mission Statement**

The Ware Public School District strives to work with parents and the wider community to educate all students in an environment that supports high academic achievement, instills respect, and fosters civic responsibility. We believe that the ultimate goal of education is to support students as successful lifelong learners.

In keeping with this mission, the Ware Public Schools' goal is to serve the needs of students whose primary language is not English and the language needs of their families in the educational environment. To accomplish this goal, the Ware Public Schools developed procedures to identify, assess, and provide services to the students and to insure parents' and students' rights are met.

### **Identification of English Language Learners**

The Ware Public Schools includes in the registration packet of all new students, a Home Language Survey Form. This form gathers language information of the student and the home. If it is known that the student's language and/or the primary home language is other than English (PHLOTE), the Home Language Survey Form will be provided in the student's home language.

The Home Language Survey Forms will be included in all students' permanent record files. A copy of any Home Language Survey Forms that indicate a student's language or primary home language is other than English will be forwarded to the district English Learner Education Coordinator.

Information gathered by the Home Language Survey will be used to determine:

- if the student needs further English Language Learner evaluations;
- if there is a need for translators and/or translations for the home; or
- if the student is transferring from another school and is currently being supported in an English Learner Education program.

An English Language Learner student file will be established by the English Learner Education Coordinator in the school of record for any student whose Home Language Survey Form indicates a student's language or primary home language other than English.

## **Assessment of English Language Learners**

Students identified by this Survey as having a home language other than English will be assessed to establish their level of English proficiency. Assessment data will be used to measure the student's English Language proficiency and make program and service recommendations for the student. Initial assessments may include: The Language Assessment Scale (LAS-R; LAS-W); The Idea Proficiency Test (IPT), teacher observations; parental conference information; and other pertinent data that may be available.

## **Service for English Language Learners**

Upon completion of the English Language proficiency testing, the English Learner Education Coordinator and staff will meet with the parents to discuss program and services options to meet the student's needs. To the maximum extent possible, the Ware Public Schools will place the English Language Learner in regular education programs. Classroom support and teacher training and assistance will be provided as necessary. Students receiving English Language Learner services will be assessed at the end of each school year using the MEPA.

## **Criteria for Entrance and Exit for English Language Learners Services**

The Ware Public Schools will utilize a combination of the following formal and informal assessments to establish limited English proficiency (LEP) levels and program needs:

- The Home Language Survey
- The Language Assessment Scale (LAS-R; LAS-W)
- The Idea Proficiency Test (IPT)
- The MELA-O
- The MEPA
- Teachers' Observation
- Work samples including writing samples
- Portfolio
- Academic grades

The Home Language Survey will indicate the initial needs of the student and family and be used for initial identification. Assessments such as the LAS or IPT will be given to determine student English Language Proficiency. The MELA-O or the IPT will be given after the student has been identified as an English Language Learner and has been in the schools for four weeks.

Program services will include both professional development for mainstream teachers who work with the student and ESL services from a licensed ESL teacher. Classroom support will be provided to the teachers and translations and/or interpreters for the family as needed.

Yearly assessments of the LEP students will provide a progress report and establish the level of need for services. Students will be considered English proficient with scores on the MELA-O of four (4) on both comprehension and production combined with LAS Reading and Writing scores of three (3). Students who achieve scores in the competent/proficient range, in combination with a variety of other assessments, teacher recommendations, and parental input used to make the determination, will be dismissed from ELL services.

Students who exit the ELE programs by achieving proficiency levels on 1) the LAS R/W and/or MEPA, 2) the IPT and/or MELA-O, and 3) classroom performance will be followed for a period of at least two years to insure continued competency and success. If students do not make effective progress, they may be re-evaluated. The need to reestablish active services will be determined at that time.

### **Support**

The Ware Public Schools will support its English Learner Education program by:

- training classroom teachers in sheltered English immersion.
- providing word-to-word dictionaries in various languages for students' daily use and for testing situations.
- maintaining a list of interpreters to access for parent meetings, etc.
- providing translations of student handbooks; esp. the code of conduct into the language of the student and parent as needed.
- providing translations of notices of school activities.
- establish a committee to meet and review school practices and make recommendations.

## **Census**

The Ware Public Schools shall provide the required annual reporting data to the Department of Education for its English Language Learners.

This data will include:

- School of enrollment
- Grade level
- Current primary language
- Services/program current being provided

## **Waivers**

The Ware Public Schools is considered a Low- Incidence District (fewer than 100 English Language Learner students). The Ware Public Schools will provide parents with the policy and procedures to request program waivers in the language that the parent can understand. The waiver provisions will follow G.L. c71A Section 5. Copies of the waiver forms to be used for both students under 10 years of age and students 10 and older are attached. A copy of the Parent or Guardian Informed Consent Form is attached.

## **Teachers of English Language Learners**

The Ware Public Schools shall annually provide to the Department of Education a written assurance that teachers of English Language Learners are literate and fluent in English.

## **Parental Right of Enforcement**

The Ware Public Schools shall follow the 'right of enforcement' procedures as outlined in M.G.L. c71A #6 and 603 CMR 14.06.

## **Definitions**

- ELE - English Learner Education – a program under which an English Language Learner develops proficiency in English while accessing and progressing in the general curriculum

- ELL - English Language Learner - a child/student who does not speak English or whose native language is not English and who is not currently able to perform “ordinary class work in English”.
- English language proficiency -- able to speak, listen, read and write in both social and academic settings
- ESL – English as a Second Language
- FLEP - Formerly Limited English Proficient
- IPT – Idea Proficiency Test – a standardized assessment used to establish initial proficiency in listening, speaking, reading, and writing
- LAS-R - Language Assessment Scale – Reading; a standardized assessment of reading for English learners
- LAS-W – Language Assessment Scale – Writing; a standardized assessment of writing for English learners
- LEP - Limited English Proficient; same as English Language Learner
- MELA-O - an assessment of functional oral language through a formalized observation process
- MEPA – Massachusetts English Proficiency Assessment – assessment based on the Massachusetts English Language Proficiency Benchmarks and Outcomes for English Language Learners.
- PHLOTE – Primary Home Language Other Than English
- SEI – Sheltered English Immersion
- School of Record – The school in which the student is currently enrolled.

## Resources

*English Language Proficiency Benchmarks and Outcomes for English Language Learners*, Published by the Massachusetts Department of Education, June 2003.

Word-to-word translation dictionaries

Electronic Translation Program

[www.doe.mass.edu/ell](http://www.doe.mass.edu/ell)

[www.doe.mass.edu/pqa](http://www.doe.mass.edu/pqa)

[www.matsol.org](http://www.matsol.org)

Adopted: October 25, 2006

## **HOME EDUCATION**

Under the current Massachusetts Law a student may be exempt from public school attendance. A home education may be provided when the educational program has been approved by the Superintendent of Schools or his/her designee with notification to the School Committee. In making the determination that a home education program is of equivalent thoroughness and efficiency as the educational program in the local public schools, as required by MGL Chapter 76, Section 1 and Massachusetts decisional law issued thereunder, the Superintendent of Schools or his/her designee shall consider the competency of the teacher, the sufficiency of the curriculum, the resources and instructional materials and pupil hours of instruction.

The Superintendent of Schools or his/her designee shall make an annual determination to approve/disapprove the educational plan after submission and a review of the proposed program. The Superintendent of Schools or his/her designee may also provide for the periodic review of a student's progress through informal or formal assessments acceptable to the Superintendent or his/her designee and parent (s). If in the Superintendent of Schools or his/her designee opinion, the home schooling program fails to meet the requirements of MGL Chapter 76, Section 1 as interpreted by the Massachusetts Courts, he/she shall make a recommendation to disapprove the home education program with notification to the School Committee.

Adoption date: July 17, 1997

Revised date/1st Reading: June 11, 2003

2<sup>nd</sup> Reading: June 25, 2003

Adoption date: June 25, 2003

LEGAL REFS: M.G.L. 69:1D, 76:1, Care and Protection of Charles

**Ware Public Schools**

**NOTICE OF INTENT TO PURSUE A PROGRAM OF HOME EDUCATION  
HIGH SCHOOL ACADEMIC YEAR \_\_\_\_\_**

Instructions: Please complete this form, attach any additional information and forward to the Superintendent of Schools, P.O. Box 240, Ware, MA 01082 prior to the starting date of the home education program. Expect a response to this from the Superintendent or designee within ten days. If this process is initiated during the school year, the student must remain in school until the school system and the parents agree jointly to the home education plan.

A. Parent Name \_\_\_\_\_

Address \_\_\_\_\_

Phone(daytime) \_\_\_\_\_ (evening) \_\_\_\_\_

E-mail \_\_\_\_\_

|                  |                 |
|------------------|-----------------|
| Student(s) _____ | Birthdate _____ |
| _____            | _____           |
| _____            | _____           |
| _____            | _____           |

- B. On a separate sheet, describe the instructional program to be taught, including subjects and instructional aids to be used.
- C. Academic background, life experience and/or qualifications of those who will be instructing the child(ren), as they relate to the instructional program described in section B.

D. In addition to the record of instructional time, check the method (s) of assessment to be used followed by a brief description.

\_\_\_\_\_ Journals, progress reports, portfolios or dated work samples.

\_\_\_\_\_ An independent report made by someone acceptable to both the Superintendent and parent(s) or guardian(s).

\_\_\_\_\_ Standardized test results.

\_\_\_\_\_ Consultation with the Superintendent or appropriate school principal.

\_\_\_\_\_ Any other method mutually agreed upon by both the Superintendent and home educator(s).

The following confirms the intent to provide a minimum of 990 hours of instructions.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date Submitted

The signature of the school official indicates final approval of this plan. A parent/administrative conference may be scheduled.

\_\_\_\_\_  
Signature of Superintendent/Designee

\_\_\_\_\_  
Date of Response

Attached to this application is a packet that includes the following materials:

- Ware Public Schools Home Education Policy
- Ware Public Schools Calendar
- School address/telephone number for information about ongoing opportunities for participation within the school

The general course of studies of Ware High School is available at the school guidance office. *“Failure of a home educator to abide in good faith by the procedures outlined above may result in the School Committee taking action under Massachusetts General Law Chapter 76, Sections 2 and/or 4, upon the recommendation of the Superintendent. CHINS proceedings pursuant to the Massachusetts General Law Chapter 119, Section 21, will not be invoked for any child pursuing a home education program.*

Adoption date: July 17, 1997

Revised date/1st Reading: June 11, 2003

2<sup>nd</sup> Reading: June 25, 2003

Adoption date: June 25, 2003

REF: M.G.L. Chapter 76, Sections 1, 2, and 4  
Charles Decision

**NOTICE OF INTENT TO PURSUE A PROGRAM OF HOME EDUCATION  
ELEMENTARY AND MIDDLE SCHOOL ACADEMIC YEAR \_\_\_\_\_**

Instructions: Please complete this form, attach any additional information and forward to the Superintendent of Schools, P.O. Box 240, Ware, MA 01082 prior to the starting date of the home education program. Expect a response to this from the Superintendent or designee within ten days. If this process is initiated during the school year, the student must remain in school until the school system and the parents agree jointly to the home education plan.

A. Parent Name \_\_\_\_\_  
Address \_\_\_\_\_  
Phone(daytime) \_\_\_\_\_ (evening) \_\_\_\_\_  
E-mail \_\_\_\_\_  
Student(s) \_\_\_\_\_ Birthdate \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. On a separate sheet, describe the instructional program to be taught, including subjects and instructional aids to be used.

C. Academic background, life experience and/or qualifications of those who will be instructing the child(ren), as they relate to the instructional program described in section B.

D. In addition to the record of instructional time, check the method (s) of assessment to be used followed by a brief description.

\_\_\_\_\_ Journals, progress reports, portfolios or dated work samples.

\_\_\_\_\_ An independent report made by someone acceptable to both the Superintendent and parent(s) or guardian(s).

\_\_\_\_\_ Standardized test results.

\_\_\_\_\_ Consultation with the Superintendent or appropriate school principal.

\_\_\_\_\_ Any other method mutually agreed upon by both the Superintendent and home educator(s).

The following confirms the intent to provide a minimum of 990 hours of instructions.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date Submitted

The signature of the school official indicates final approval of this plan. A parent/administrative conference may be scheduled.

\_\_\_\_\_  
Signature of Superintendent/Designee

\_\_\_\_\_  
Date of Response

Attached to this application is a packet that includes the following materials:

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The general course of studies of Ware High School is available at the school guidance office. *“Failure of a home educator to abide in good faith by the procedures outlined above may result in the School Committee taking action under Massachusetts General Law Chapter 76, Sections 2 and/or 4, upon the recommendation of the Superintendent. CHINS proceedings pursuant to the Massachusetts General Law Chapter 119, Section 21, will not be invoked for any child pursuing a home education program.*

Adoption date: July 17, 1997

Revised date/1st Reading: June 11, 2003

2<sup>nd</sup> Reading: June 25, 2003

Adoption date: June 25, 2003

REF: M.G.L. Chapter 76, Sections 1, 2, and 4

Charles Decision

## HOME EDUCATION OF STUDENTS

The School Committee recognizes the right of parents to have a home education alternative to public school for their child. This right is not absolute, but subject to reasonable and essential regulation by the local school authorities. Parents have the right to propose a home education alternative and the Superintendent of Schools or his/her designee with notification to the School Committee has the right, under Section 1 of Chapter 76 of Massachusetts General Laws to approve or disapprove it. Such approval shall be obtained in advance of the implementation of a home schooling program for each school year that such a program of home education is pursued.

In evaluating each proposed home education alternative, the school authorities will consider the following factors:

1. The competency of teachers. Certification is not required. The Superintendent of Schools or his/her designee may inquire as to the academic credentials or other qualifications of the parent or parents who will be instructing the children.
2. The teaching of subjects required by state law (M.G.L. Chapter 71, Sections 1, 2 and 3, or regulation) and the manner in which they are taught so as to impart comparable knowledge as given in the local schools.
3. The number of hours and days devoted to teaching to meet the minimum requirements of the state.
4. The adequacy of the texts, and materials, for the intended grade level.
5. The availability of assessment tools for the periodic measurements of the child's educational growth comparable to insure progress comparable to students in the local schools.

The Superintendent will be the approving authority for all home schooling requests. Parents have the right to meet with the Superintendent or his/her designee to allow them an opportunity to explain their plan and answer questions about it. They may be represented by counsel and shall be provided reasonable notice of the time and place of such a hearing.

Parents have the right to a hearing before the School Committee, by requesting in writing, to appeal the decision of the Superintendent or his/her designee. They may be represented by counsel and shall be provided reasonable notice of the time and place of such a hearing.

If the plan for the home education alternative is approved, there will be periodic assessment of the child's progress under guidelines and standards mutually agreed upon by the parent (s) and Superintendent to measure whether adequate educational programs are being provided.

Adoption date: July 17, 1997

Revised date/1<sup>st</sup> Reading: June 11, 2003

2<sup>nd</sup> Reading: June 25, 2003

Adoption date: June 25, 2003

## **LIBRARY RESOURCES**

The primary objective of the library/media center is to implement its resources to enrich and to support the educational program of the school.

### Definition of Library Resources

Library resources are those materials both print and non-print, found in school libraries, which support curricular and personal information needs. Print items include books, magazines, newspapers, pamphlets, microfiche or microfilm. Non-print items include films, disc records, filmstrips, slides, prints, audiotapes, videotapes, realia, and computer software.

### Criteria for Selection of Library Resources

The criteria for selection of library resources in the school system are:

Needs of the individual student

Based on knowledge of students.

Based on requests of parents and students.

Needs of the individual school

Based on knowledge of the curriculum of the school.

Based on requests from the professional staff.

Provision of a wide range of materials on many levels of difficulty with a diversity of appeal and the presentation of different points of view.

Provision of materials of high artistic quality.

Provision of materials with superior format.

Reputable, unbiased, professionally prepared selection aids are consulted as guides.

In accordance with the school system's policy of providing instructional materials on opposing sides of controversial issues, it should be noted that neither the media centers nor the school system serve as advocates for the ideas expressed in any materials, nor does the presence of any material indicate automatic endorsement of the ideas expressed therein.

### Disclosure of Information/Privacy of Circulation Records

Circulation records shall not be made available to anyone except pursuant to such process, order, or subpoena as may be authorized by law.

Re-evaluation (Weeding ) of Library Resources

The continuous review of library/media center materials is necessary as a means of maintaining a useful and active collection. As new materials are selected and added, some older materials are withdrawn. The responsibility for determining which materials are to be withdrawn rests with the professional staff.

Among the reasons for withdrawing an item are the following:

Curricular changes have rendered superfluous some materials (or multiple copies of materials) formerly used by no longer in demand.

Some materials contain factual material which is no longer accurate nor current.

Some material intended for recreational reading have become dated or unattractive and are no longer in demand. (Some such books which are deemed “standards” or “classics” will be retained even though they rarely circulate).

Some materials have become worn out, damaged or physically deteriorated and have lost utility and/or appeal.

Some materials have been superseded by newer items which present the same information but in superior format.

Withdrawn library/media center materials are processed in one or more of the following ways:

Made available to be used as resource or supplementary material by teachers.

Offered to other media centers in the school system, as it is possible that a material which lacks utility in one building may have some usefulness in another.

Contributed to appropriate charitable or educational agencies.

Discarded, when warranted.

Continuing evaluation is closely related to the goals and responsibilities of library/media centers and is a valuable tool of collection development. This procedure is not to be used as a convenient or expedient means to remove materials presumed to be controversial or likely to be disapproved by segments of the community. Materials are not to be proscribed or removed because of actual or potential disapproval, nor because of the origin, background or views of those contributing to their creation.

Adoption date: July 17, 1997

## **RECONSIDERATION OF INSTRUCTIONAL RESOURCES**

Material that is challenged usually belongs to one of the three basic categories: religion, ideology, or profanity/obscenity. Board policies regarding these areas shall be as follows:

Religion -- Factual, unbiased material on religions has a place in school libraries.

Ideologies -- Libraries should, with no thought toward swaying reader judgment, make available a balanced collection of primary and factual material, on the level of their students on various ideologies or philosophies which exert or have exerted a strong force, either favorably or unfavorably, in government, current events,, politics, education and other phases of life.

Profanity/obscenity -- Materials shall be subjected to a test of literary merit and reality in context using the criteria established.

When a problem concerning instructional resources in a school arises, the disposition of the problem will be made in a reasonable period of time using the school system's adopted procedures.

In accordance with the statement of philosophy, no questioned materials shall be removed from the school pending a final decision by the School Committee. Pending the outcome of the request for reconsideration, however, access to questioned materials can be denied to the students of the parents making the complaint, if they so desire.

If the decision of the School Committee is that the questioned instructional resource be retained, the school system will not convene a Review Committee relative to the same complaint for a period of three years. If a substantially different point of view is advanced, it will be investigated. (The period of three years does not apply in this instance).

If an individual or a group undertakes action to keep material from the shelves by checking it out and failing to return it, or by taking turns in keeping it checked out so that it is not available for student use, the Superintendent shall request, in writing, the return of the material. If it is not returned within thirty (30) days, a bill for the current replacement cost of the item shall be rendered to the party holding the item.

Adoption date: July 17, 1997

## **TEXTBOOK SELECTION AND ADOPTION**

Responsibility for the review and selection of textbooks to be purchased shall rest with the principal of each school. The principal is encouraged through the School Committee to establish a review committee to assist in the process to determine the textbooks that best meet the curriculum guidelines of the school system. The review committee should include teachers who will use the texts and other staff members as found desirable. Students and parents will be encouraged to serve.

Principles that apply generally to the selection of instructional materials and library materials shall apply to textbooks. Additionally, basic textbooks and textbook support materials shall be chosen:

To advance the educational objectives of the school system and particular objectives of the course program.

To contribute toward continuity, integration, and articulation of the curriculum.

To establish a general framework for the particular course or program.

Because the instructional purpose of textbooks, as stated above, are of such importance, particular care shall be taken in their selection as to content.

Although many points must be examined, the School Committee directs the staff to be mindful of the following considerations:

The needs of all learners must be provided for.

Attention should be given to gender roles depicted in the materials.

The textbook and textbook support materials should lead the student and teacher beyond the textbook into a wide variety of other materials and educational experiences.

If the textbook deals with problems and issues of our times, it should present and encourage examination of varied points of view.

Because textbooks are selected for several year's use, special attention also shall be given their physical characteristics, durability, format and price.

Adoption date: July 17, 1997

LEGAL REFS.: 71:48; 30B:7; 71:50

CROSS REFS.: KEC Public Complaints About the Curriculum or Instructional Materials  
603 CMR 26:05

## **SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION**

The School Committee recognizes that knowledge is changing and expanding and that it may be necessary to use various types of supplementary materials in addition to the basic and fundamental textbooks.

For the purpose of this policy, supplementary materials shall be defined as any instructional materials other than textbooks including, but not limited to, books, periodicals, newspapers, pictures, diagrams, maps, charts, slides, filmstrips, films, records, audiotapes, and suitable technological applications which related directly to the adopted curriculum.

The School Committee believes that teachers and administrators should have a large role in selection and recommendation of supplementary materials. Teachers are encouraged to use a wide range of learning aids, provided the expense incurred in purchasing these aids remains within the limits of the budget.

Adoption date: July 17, 1997

## **LIBRARY MATERIALS SELECTION AND ADOPTION**

The School Committee endorses the School Library Bill of Rights, as adopted by the American Library Association, which asserts that the responsibility of the school library is to:

1. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
2. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. Provide a background of information that will enable students to make intelligent judgments in their daily lives.
4. Provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
5. Provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
6. Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

Initial purchase suggestions for library materials may come from all personnel--teachers, coordinators, administrators. Students will also be encouraged to make suggestions. The librarian will recommend materials to be included in the school library. Final approval and authority for distribution of funds will rest with the building principal, subject to the approval of the Superintendent.

Gifts of library books will be accepted in keeping with the above policy on selection. Complaints about library books will be handled in line with School Committee policy on complaints about instructional materials.

Adoption date: July 17, 1997

CROSS REFS.:       KEC Public Complaints About the Curriculum or Instructional Materials  
603 CMR 26:05

## **COMMUNITY INSTRUCTIONAL RESOURCES**

The School Committee recognizes the wide variety of instructional resources available in Ware. All educators are encouraged to seek support for their instructional program by cooperating with and involving themselves with local businesses, service organizations, public agencies, and individual citizens. Our approach to education is best served when we can take advantage of the complementary support that others, outside of education, can offer us.

Adoption date: July 17, 1997

## **FIELD TRIPS**

The School Committee recognizes that firsthand learning experiences provided by field trips are a most effective and worthwhile means of learning. They give students experiences that cannot be replicated in the classroom and provide an enriched environment for learning.

The Superintendent will establish such regulations to ensure the safe operation of field trips and to promote their educational purpose.

Approval for field trips will be given by the Superintendent of Schools except in the following instances: When the field trip is of a recreational nature, when the field trip is out-of-state, or when the field trip is for an extended (overnight) period. On these occasions approval will be determined by the School Committee with a request submitted a minimum of 30 days prior to the field trip.

Adoption date: July 17, 1997

## FIELD TRIPS

The system encourages field trips and excursions which have educational merit or support the fulfillment of obligations to our interscholastic activities and interscholastic athletics programs. The following regulations are a requirement for the proper operation of this important aspect of our educational program.

The building principals will ensure that field trips and excursions meet the required guidelines before submitting them to the Superintendent of Schools for approval.

1. All field trips originate with a written request by the sponsor(s) of the intended trip. As much as possible, they should provide specific responses to the items mentioned in these regulations. Please attach letter when submitting.
2. The field trip must meet specific educational needs. School sponsored recreational trips are permitted provided they do not take place during normal school hours.
3. There must be a plan to provide follow up after an educational field trip. Field trips are not viewed as isolated events. Thanking the chaperones/hosts is a required follow up activity.
4. There must be exact stated costs for the field trip and how these obligations are to be met. The costs to students or the school must be clearly stated in the cover letter and letter to parents.
5. The size of the group is not a prerequisite for approval. Field trips for individuals, small groups, classes, grades, etc. are all legitimate. However, a clear responsible educational plan for those who do not go on the field trip is a requirement.
6. Transportation is normally to be supplied by approved transportation providers. Occasionally private cars may be used in special circumstances. A photocopy of the insurance carried on the private automobile must be attached to the request. It is required that this insurance coverage be \$100,000. per person, \$300,000. per accident limits at a minimum.
7. Permission slips must be signed by the parents of each student attending. An alternative plan must be available for students who do not have permission. The permission slip letter gives parents information as to the dates, times, costs, special instructions, and purpose of the field trip.
8. Any out of town or extended stay field trips will require chaperones at a ratio of one adult for every 8-10 students with a minimum of two (2) chaperones regardless of the number of students. Parents should be invited to participate whenever possible. One chaperone must always be free from supervisory duties to handle emergencies.

9. The building principal must approve of the field trip or excursion.
10. Does the field trip require approval of the Superintendent or the School Committee?  
Please specify.
11. Approval of walking trips from the school (i.e. Fifth Grade to visit the Fire Station) is granted by the building principal with notification sent to the Superintendent of Schools.

Adoption date: July 17, 1997

**REQUEST FOR FIELD TRIP**

DATE \_\_\_\_\_

**TO BE COMPLETED BY TEACHER(S)**

Class(es) Participating: \_\_\_\_\_

Number Participating:                      Students \_\_\_\_\_                      Adults \_\_\_\_\_

Place of Field Trip: \_\_\_\_\_

Purpose of Field Trip: \_\_\_\_\_  
\_\_\_\_\_

Date of Field Trip: \_\_\_\_\_ Alternate Date, if necessary: \_\_\_\_\_

Departure Time: \_\_\_\_\_ Time of Return: \_\_\_\_\_

Method of Transportation: \_\_\_\_\_

Names of Faculty Members Who Are To Supervise: \_\_\_\_\_  
\_\_\_\_\_

Number of Chaperones: \_\_\_\_\_                      List Names on Reverse Side.

Signature of Teacher(s): \_\_\_\_\_

**TO BE COMPLETED BY BUILDING PRINCIPAL**

Approved By: \_\_\_\_\_ No. of Buses Hired: \_\_\_\_\_ Cost Per Bus: \_\_\_\_\_

Source of Funding:    Regular Budget \_\_\_\_\_ P.T.O. \_\_\_\_\_ Other \_\_\_\_\_

**TO BE COMPLETED BY TEACHER(S)**

No. of Students NOT Participating: \_\_\_\_\_ Arrangements For Coverage/  
Instruction For These Students: \_\_\_\_\_

Fees Per Pupil: \_\_\_\_\_

This form must be completed in full and submitted through the Building Principal to the Superintendent of Schools. The Building Principal and/or the teacher(s) submitting the request will be present at the Ware School Committee meeting during which the request is presented for approval.

No Student will participate in a field trip who does not supply a "Parent Consent Slip" prior to departure. This form, Parent Consent Slip, and money for buses must be sent ALL TOGETHER to the Building Principal's office no later than one day prior to the date of the trip.

**PERMISSION SLIP FOR FIELD TRIP**

FROM: (Teacher) \_\_\_\_\_ Grade: \_\_\_\_\_

DATE OF FIELD TRIP: \_\_\_\_\_ RAIN DATE \_\_\_\_\_

LOCATION: \_\_\_\_\_

MEANS OF TRAVEL: \_\_\_\_\_

COST: \_\_\_\_\_

MEALS: \_\_\_\_\_

PROJECTED AGENDA AND SCHEDULE: \_\_\_\_\_

SPECIAL CLOTHING: \_\_\_\_\_

FOR ADDITIONAL INFORMATION ABOUT THIS FIELD TRIP PLEASE CONTACT:

NAME: \_\_\_\_\_ TELEPHONE: \_\_\_\_\_

\*\*\*\*\*

**PERMISSION PORTION TO BE SIGNED AND RETURNED**

Date: \_\_\_\_\_

My child/legal ward \_\_\_\_\_ (name of student) has my permission to attend the school sponsored field trip scheduled to \_\_\_\_\_ as part of the educational program.

Should it become necessary in an emergency, and after failure to contact me, I give the person-in-charge of the above field trip permission to execute any medical, dental, or hospital authorizations on my behalf for the above-named student.

\_\_\_\_\_  
Signature of Parent/Legal Guardian

\_\_\_\_\_  
Telephone number

Adoption date: July 17, 1997

## **COMMUNITY RESOURCE PERSONS**

The School Committee feels very strongly that one of the greatest resources of our school is to be found in the residents of this town and the surrounding areas who have special knowledge and particular talents to contribute to the school programs. The School Committee, therefore, will encourage the active recruitment of such people to serve as resource persons in our schools.

All request to use resource persons should be cleared through the Superintendent, or as he/she directs. Care should be taken in selecting these speakers so that they are individuals who respect diversity in thinking and varying views and who are not attempting to inappropriately influence points of view.

Staff members using the services of resource persons must be sure that these people are properly thanked for their contribution, either by means of student letters or by a note from the teacher.

Adoption date: July 17, 1997

## **SCHOOL VOLUNTEERS**

The administration and staff should be active in locating, contacting, and encouraging people in many walks of life to assist the school and the teachers. Volunteers are needed for special subject areas; i.e. artists, toy makers, conversationalists, firemen, etc. The school system also encourages “general” volunteers who might read to a child, run the library, prepare materials, or do the thousands of things needed to run a modern school system. These people enrich our curriculum and provide expertise in many areas we do not normally possess.

Volunteers need only be persons of character and integrity who can meet obligations they have agreed to beforehand, which must include a Criminal Offender Record Information (CORI) check.

It is the responsibility of each building principal to establish written guidelines for volunteers in the building and approve of their presence in the building. As volunteers are perceived as part of our total program, they must be observed informally and required to adhere to the standards of behavior expected of any staff member.

The students, staff, and administration must make every effort to demonstrate appreciation for those community members who contribute to the school’s programs.

Adoption Date: July 17, 1997  
Revision Date: August 13, 2007  
Last Date Reviewed:

## **ACADEMIC ACHIEVEMENT**

The philosophy of the School Committee concerning academic achievement, as well as children's social growth and development, is based on the premise that children have diverse capabilities and individual patterns of growth and learning.

Therefore, the School Committee feels it is important that teachers have as much and as accurate knowledge of each student as possible in order to assess his/her needs, his/her growth, and make instructional plans for him/her. A sharing of information among parent, teacher, and student is essential.

The School Committee supports staff efforts to find better ways to outline academic expectations, to measure and report student progress. It will require that:

1. Parents will receive a written overview class/course description and student expectations at the beginning of each school year.
2. Parents be informed regularly, and at least four times a year, of the progress their children are making in school.
3. Parents will be alerted and conferred with as soon as possible when a child's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
4. Insofar as possible, distinctions will be made between a student's attitude and his/her academic performance.
5. At comparable levels, the school system will strive for consistency in grading and reporting except as this is inappropriate for certain classes or certain students.
6. When no grades are given but the student is evaluated informally in terms of his/her own progress, the school staff will also provide a realistic appraisal of the student's standing in relation to his/her peers.
7. When grades are given, the school staff will take particular care to explain the meaning of marks and symbols to parents.

Adoption date: July 17, 1997

## **PROMOTION AND RETENTION OF STUDENTS**

The School Committee is dedicated to the best total and continuous development of each student enrolled. The professional staff is expected to place students at the grade level best suited to them academically, socially, and emotionally.

In evaluating student achievement, each teacher will make use of all available information, including results of teacher-made tests and other measures of skill and content mastery, standardized test results, and teacher observation of student performance. The principal will direct and aid teachers in their evaluations and review grade assignments in order to ensure uniformity of evaluation standards.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Exceptions will only be made after prior notification and explanation to each student's parents, but the final decision will rest with the building principal.

Adoption date: July 17, 1997

## GRADUATION REQUIREMENTS

All subjects at the high school level are assigned unit of credit values. A course offered five times a week for a full semester entitles the student to one unit of credit. A course offered five times a week for one quarter entitles the student to one-half of credit.

Every course taken in the 9th, 10th, 11th and 12th grades becomes a part of the student's official high school record. This record of units of credits and marks earned determines a student's quality point average, rank in class, and requirements for promotion and graduation.

1. The class of 1997 must earn a minimum of twenty-one credits in order to be eligible for graduation. The class of 1998 must earn a minimum of twenty-four credits in order to be eligible for graduation. Students in each of these classes must take and pass at least:
  - a. Four(4) English units of credit
  - b. Two(2) Math units of credit
  - c. Two(2) Science units of credit, (to include Biology)
  - d. Two(2) Social Studies units of credit, (to include U.S. History)
  - e. Two(2) Physical Education units of credit
  
2. The class of 1999 and beyond must earn a minimum of twenty-eight credits in order to be eligible for graduation. The credit distribution would be as follows:
  - a. Four (4) English units of credit
  - b. One (1) U.S. History unit of credit
  - c. One (1) Biology unit of credit (either Biology or Honors Biology)
  - d. Six (6) Humanities/Arts component units of credit
  - e. Seven(7) Technology component units of credit
  - f. Two (2) Physical Education units of credit

### HUMANITIES & ARTS COMPONENTS

A minimum of six (6) credits to include one (1) Social Studies

| English Electives    | Social Studies Courses | Additional Program |
|----------------------|------------------------|--------------------|
| Debate               | World History          | Band/Chorus        |
| Humanities           | Honors World History   | Spanish 1,2,3,4    |
| Career Writing       | Leadership             | French 1,2,3,4     |
| Performing Arts      | Journeys               | Art 1.2.3.4        |
| Honors Literature I  | Psychology             |                    |
| Honors Literature II | Geography              |                    |
|                      | Sociology              |                    |

## SCIENCE AND TECHNOLOGY COMPONENTS

A minimum of seven (7) credits to include one (1) Science, two (2) Math, one (1) Computer-based course\*, Community Service Learning

| Mathematics Courses             | Business Courses     | Science Courses                | Additional Program                |
|---------------------------------|----------------------|--------------------------------|-----------------------------------|
| Algebra I                       | Accounting I         | Honors Anatomy/<br>Psychology  | *CAD Foundations                  |
| Algebra 1.5                     | *Accounting II       | Botany                         | *CAD Applications                 |
| Algebra 2                       | *Word Processing     | Earth Science                  | *Student Engineer                 |
| Geometry                        | *Lotus 1,2,3         | Chemistry                      | *Comp Graph Design                |
| Business Mathematics            | Business Mgmt        | Inorganic/Organic<br>Chemistry | Cook/Sew What<br>Real Life Skills |
| Pre-Calculus                    | Business Life Skills | Physical Science               |                                   |
| Calculus                        | Business Law         | Physics                        |                                   |
| *Computer Science               |                      |                                |                                   |
| *Personal Computer Applications |                      |                                |                                   |
| Honors Special Mathematics      |                      |                                |                                   |
| Integrated Math & Science       |                      |                                |                                   |
| Algebra Essentials A            |                      |                                |                                   |
| Algebra Essentials B            |                      |                                |                                   |

3. College preparatory students are expected to have successfully completed four (4) English courses, Math courses through Algebra 2, at least two (2) years of the same World Language, at least two (2) Laboratory Sciences such as Biology, Chemistry, Physics, Anatomy & Physiology, and at least two (2) Social Studies courses for a four-year college admission.
4. Students shall be required to take four (4) courses per semester. The principal, at his/her discretion may allow a student to take fewer courses if a student is undergoing unusual difficulty.
5. Students begin to accumulate credits for graduation when they enter grade nine.

## EARLY GRADUATION POLICY

The privilege of early graduation will be determined by council at the high school (consisting of the student, the parents, guidance, the assistant principal, and two(2) teachers who have previously taught the student). This council will review the merits of the request and make a recommendation to the principal who will decide whether the request will be approved.

## REASONS FOR WHICH EARLY GRADUATION MAY BE ALLOWED

1. Acceptance to college at the end of the junior year.
2. Safeguarding against potential dropout.
3. Involvement in an apprentice program for the sole purpose of developing a salable skill.

## PROCEDURES AND CONDITIONS WHICH APPLY

1. The student must reveal his/her intent by filing a written application with the guidance counselor no later than May 1st of the sophomore year. In this application a proposal must be made which would set forth the reasons for the request.
2. If the request appears to be valid and in order, a meeting will be arranged between the student and the council. Opinion sheets would be solicited by teachers who are not asked to serve on the Council. It should be noted by all parties that the welfare of the student is to be the paramount issue.
3. If the adjudication of the principal is favorable to the student's request, a schedule will be designed by the high school so as to completely fulfill all of the student's graduation requirements. Under no circumstances may requirements be waived or altered to accommodate the student.
4. If the adjudication of the principal is not favorable to the student's request, then the parent has the right to appeal his/her decision to the Superintendent.
5. If the student is granted permission to complete graduation requirements in less than four (4) years, the diploma will be granted at the termination of that school year when graduation requirements have been sent.

## 12TH YEAR PROGRAM AT A COMMUNITY COLLEGE

In order to be considered for the 12th year program at a community college, the student must submit a request to the principal in writing by January 15th of the junior year.

This deadline is necessary in order to give the administration ample time to act upon the request and to give the student time to organize schedules at both Ware High School and the community college to which application is being made.

By the end of the junior year, all graduation requirements have to be met with the exception of Senior English which can be taken at the Community College.

## HIGH SCHOOL GRADUATION

The Ware Public School District recognizes and accepts the Massachusetts Department of Education regulations regarding the issuance of a high school diploma to graduating seniors and will abide by said regulations. The Ware Public School District further recognizes and accepts the Massachusetts Department of Education regulations regarding the issuance of a Massachusetts Department of Education Endorsed Certificate of Attainment and will abide by said regulations.

The Ware Public School District recognizes and accepts its singular responsibility to celebrate the efforts and achievements of students who fulfill the graduation requirements of Ware High School and/or other requirements established by an IEP Team in accordance with IDEA, but who do not meet the requirements set forth by the Massachusetts Department of Education for a diploma or a Massachusetts Department of Education Endorsed Certificate of Attainment. Upon the recommendation of the Ware High School Principal and with the endorsement of the Superintendent of Schools, the Ware School Committee will provide for the issuance of a Certificate of Achievement to said students. Students receiving a Massachusetts Department of Education Endorsed Certificate of Attainment or a locally endorsed Certificate of Achievement are entitled to participate in all graduation activities and will not be differentiated from those students receiving a diploma.

Students whose special education services and school attendance terminates or are due to terminate during the school year due to age, may receive a Certificate of Achievement and attend the graduation ceremony immediately prior to or following their twenty-second birthdays. If students participate in a graduation ceremony prior to their twenty-second birthday, it is understood that participation shall terminate attendance and services. If a student's twenty-second birthday is during the school year and he/she continues to attend school and receive services up to his/her birthday, he/she will be entitled to participate in the graduation ceremony following his/her twenty-second birthday. This shall not be interpreted as extending special education entitlement beyond a student's twenty-second birthday.

LEGAL REFS.: M.G.L. 69, Section 1B, Section 1  
P.L. 105-17, Section 1400 ©

1<sup>st</sup> Reading Date: April 3, 2003  
2<sup>nd</sup> Reading Date: April 3, 2003  
Adoption Date: April 3, 2003

Ware Public Schools

## **EVALUATION OF INSTRUCTIONAL PROGRAMS**

The School Committee considers comprehensive and objective evaluation of the effectiveness of the curriculum to be of primary importance. The Superintendent will provide for the translation of the stated instructional goals into objectives and for appraisal of their implementation in order to:

1. Determine educational needs and provide information for planning.
2. Indicate instructional strengths and weaknesses.
3. To check on the suitability of programs in terms of community requirements.
4. Show the relationship between achievement and the system's stated goals.
5. Provide data for public information.

Elements of this evaluation process may include:

1. Testing programs such as nationally standardized general achievement tests, nationally standardized tests in specific subject areas, and tests administered by other agencies.
2. Study of school achievement records.
3. Study of students' high school and drop-out records.
4. Use of outside services, participation in regional research studies, contracted evaluation services; evaluation services at cost to the school system must be approved in advance by the School Committee.
5. Teacher and parent evaluation of student behavior.
6. State Department of Education specialists and services.
7. Evaluation by the regional accrediting association.
8. Evaluation by other agencies.

An evaluation of the curriculum and its effectiveness will be made periodically and reported to the School Committee by the Superintendent.

Adoption date: July 17, 1997

## **DISTRICT PROGRAM ASSESSMENTS**

A district program of testing for assessment/evaluation shall be coordinated throughout the school system by the appropriate administrator who shall be responsible for scheduling, disseminating, and collecting tests and for reporting and interpreting all group test results.

Measurements of educational achievement shall be prepared so that data is consistent for comparison purposes within the school system from year to year and with other school systems to the extent required by rules of the State Board of Education.

Adoption date: July 17, 1997

## **TEACHING ACTIVITIES / PRESENTATIONS**

It is the desire of the School Committee that the best available strategies for bringing about learning be utilized in the District's schools. The instructional staff shall be expected to keep abreast of new and promising instructional ideas and practices developed in schools throughout the nation and to apply those which have potential for improving the learning program in the District's schools.

An educational climate shall be established which shall be conducive to rational thought, inquiry, and respect for the dignity of the individual. This educational climate will assist students in learning how to think rather than what to think and shall provide students the opportunity to identify, express, and defend their opinions without penalty or fear of reprisal or ridicule.

Adoption date: July 17, 1997